# Index

#### A

Activism, 91-98 (See also Student protests)

Activists, student, 115, 116, 119, 126–127, 132, 136

Administration: as academic democracy, 188-189; as academic monarchy, 188; administrationfaculty relationships, 181, 187-195; authority distribution, 167; authority over students, 167-168; internships in, 179; as mediation office, 189-195; and stress, 163-172

Administrators, 177–184, 269; and faculty, 181, 187–195; and finances, 182–183; and governing boards and politicians, 168–170; increased authority needed, 170–172; outside pressures on, 189–190; and planning, 181–182; requirements of job, 178, 180–184; student guidance, 180–181; and student involvement in governance, 74–75, 76, 180–181; training courses available to, 178–179; in the year 2000, 183–184

Affluence and student unrest, 120, 151, 270

Agricultural programs, failure of objective, 44, 47

Alienated students, 115–116, 119, 126–127, 145–146

American Association of Colleges for Teacher Education, 229– 230

American Association for Higher Education, 74

American Association of University Professors, 73-75, 88n, 181

American Council on Education, 179, 181

Amherst College, students in policy formulation and college council, 103-105

Antinomian Crisis of 1637, 99-105 AROUET, F. M., 33

Association of American Colleges, 74, 88n, 181

Association of Governing Boards of Universities and Colleges, 181

Authority, administrative: faculty and administration in, 187–195; and power distribution, 167; and stress, 163–172 BARRETT, W., 145n BARZUN, J., 268 BELL, D., 135 BETTELHEIM, B., 211 BRYCE, J., 187-188

#### C

Campus governance (See Governance, campus) CARROLL, J. B., 242-243n Center for Naval Analysis, 28 Center for Population Studies, Harvard, 36 Center for Urban Studies, University of Chicago, 35 Civil disobedience, 138-142 (See also Student protests) Civil rights and student unrest, 125, 136, 151-152 COHEN, M., 145-146, 146n Cold war and competitive education, 121-122 COLE, R. H., 80n, 88

Colleges and universities (See Universities and colleges)
Columbia University, student un-

rest, 144 Communications media and student

unrest, 127–129 Community colleges, future role,

273–274
Cornell School of Business and Pub-

lic Administration, 179 Cost-benefit accounting and analy-

sis, 182-183 Counseling of disadvantaged stu-

Counseling of disadvantaged student, 287–288

Curriculum: foreign language requirement vs. intercultural study, 241–250; foreign study programs, 251–257; future, 274– 275

Curriculum relevance: changes in San Francisco State College curriculum, 214-219; and community problems, 215-216; experimental colleges, 180, 216Curriculum relevance (Cont.): 217; program for Negro students, 217, 232-238, 276-277; in teacher education for disadvantaged students, 220-231

#### D

Daddario Subcommittee of the House Committee on Science and Astronautics, report, 35 Danforth Foundation, 224, 235

DAVIS, K., 35

Decentralization, need for, 199-200 DE JOUVENAL, B., 37-38

Demonstrations, 141-412 (See also Student protests)

Disadvantaged students: college programs for, 232–238, 276–277; counseling program, 237–238; Forest Park Community College program, 235–238; programmed instructional materials for, 236; teacher education programs for, 220–231

Due process, 79, 81-83, 88

#### E

Economic policy and value judgments, 43-51

Education, higher (See also Universities and colleges): accomplishments since World War II, 265-267; affluence vs. poverty, 120, 151, 270; cabinet-level department needed, 285-286; costs of, 272-273, 281-282; education of disadvantaged, need for, 270, 276-277; education of Negro community, 270, 276-277; expansion of graduate work, 268, 269, 272; failures, 267-268; federal support of, 54-57, 271-272, 282-286; future trends, 183-184, 271-275; impact of foreign policy on, 52-63, 286-289; information explosion, 270; international effects of, 289-290; junior colleges and community Education, higher (Cont.):
colleges, 273-274; pressures and
problems, 268-269, 275-279; relations with students, 73-76,
278-279; selective service system
and, 57, 122-123, 131, 287-289;
social orientation needed, 277278; technological revolution
and increased leisure, 270; and
Vietnam war, 286-287; weapons
revolution and, 270

EISENHOWER, D. D., 17

Elementary Teacher Education Models Program, 230–231

Ellis L. Phillips Foundation, 179 ELSASSER, w., 38–39

Environment, effect of science and technology on, 16-22

Environmental biology, 21–22 Esso Education Foundation, 179,

Experimental colleges, 180; at San Francisco State College, 216– 217

#### F

Faculty: authoritarianism of, 111–112; faculty-administration relationship, 187–195; lack of concern for undergraduates, 146; mental set of, 166; response to student dissent, 106–112; salary increases, 266; unionization, 181; in university governance, 181, 190–191, 197–200

Family disorganization and student unrest, 120-121

FARBER, J., 109

Federal aid to schools, 271-272, 282-286

Federal research on campus, dangers of, 267, 283-284

FISCHER, J., 141

FOOTE, C., 111, 180

Ford Foundation, 179

Foreign language requirement vs. intercultural study, 241-250

Foreign policy: foreign assistance,

Foreign policy (Cont.):

59-60; impact on education, 52-63, 286-289; inverted priorities, 289-290; moral standards in, 60-63; purposes, 63

Foreign study programs, 251-257; foreign language requirement vs. intercultural study, 241-250; new concepts in, 256-257; reasons for failure, 251-254

Forest Park Community College, program for disadvantaged, 235-238; Programmed Materials Learning Laboratory, 236

FREEDMAN, M. B., 173-174, 210n FULBRIGHT, W., 284

G

GALBRAITH, J. K., 184

GARDNER, J., 48

Generation gap, 135-136

Governance, campus, 196–200; faculty involvement in, 181, 190–191, 197–200; need for decentralization, 199–200; relationships among departments and schools, 198; size and complexity, 197

Graduate schools: effect of draft on, 287-289; functions, 174-176; increase in, 268, 269

GRAUBARD, S., 184

GRISWOLD, A. W., 195

#### H

HALL, D., 145-146, 146n

Harvard Graduate School of Business, 179

Highway program, failure of objective, 45-46

Housing programs, 44-45

Hudson Institute, 28

Human values vs. science and technology, 16-26 (See also Values)

Hunter College, Project 120, 223-

Hutchinson, Anne, example of student protest, 99-105 Individualism, dangers of, 142–143 Individual rights, 85–87, 88 In loco parentis, 74, 79, 80–81, 88,

180-181 Institute for Defense Analysis, 28,

36 Institute of Urban Development,

28-29 Intercultural study vs. foreign language requirement, 241-250

Irresponsibility in student unrest, 118-120

I

JOHNSON, L. B., 17 Joint Statement on Rights and Freedoms of Students, 74, 88 Junior colleges, future role, 278-274

K

KAHN, H., 184
Kansas City-Regional Educational
Research Laboratory-Liberal
Arts Colleges' Program, 224
KANTROWITZ, A., 36
KATZ, J., 210n
KENNISTON, K., 126
Kerner Commission on Civil Disorders, report of, 44, 45
KERR, C., 269

L

Legal rights of students, 77-88, 147-148, 167-168; due process, 79, 81-83, 88; hypothetical case, 79-80, 84-85; individual rights, 85-87, 88; in loco parentis, 74, 79, 80-81, 88, 180-181; violation of procedural rights, 153-154

LINDE, H. A., 80n, 88 LOUISELL, D. W., 88

KLUCKHOHN, C., 174 KOVARACEUS, B., 227 M

McComb Commission report, 46 McIVER, R. M., 191 McLuhan, M., 127 Marguse, H., 125, 191 Marijuana, use of, 119

MASLOW, A., 38

MAYER, H., 111, 180 MEIKLEJOHN, A., 25

MEYERSON, M., 141n

MIT Practice School of Engineering, 36

Mitre, 28

Morality: decay of, and student unrest, 134-143, 148-149; teaching moral wisdom, 209-213

Muscatine Report, 109-110

N
National Academy of Sciences, Med-

ical Advisory Board, 29
National Association of College and
University Business Officers, 179
National Commission on InterGroup Relations, 46
National Student Association, 87
NDEA National Institute for Advanced Study of Teaching Disadvantaged Youth, 228
Negro community, education of, 217, 232–238, 276–277
NIETZSCHE, F. W., 145

0

O'NEIL, R. M., 80n, 88 ORLANS, H., 184 ORTEGA Y GASSET, J., 191

Nihilism, 145-147

P

PACKARD, V., 127
PADDOCK, P., 31
PADDOCK, W., 31
Permissiveness and student unrest,
117–118, 150
PIFER, A., 181

Political reprisal, danger of, 95, 108, 141-142, 146-147

Pollution, environmental, and student unrest, 16-18

Poverty programs: weakness of federal programs, 43-51; university and, 48-51

Princeton: Woodrow Wilson National Fellowship Foundation, 179; Woodrow Wilson School of Public and International Affairs, 179

"Privatism," 96-97, 142-143

Procedural rights, violation of, 77– 88, 147–148, 153–154, 167–168 Programmed Materials Learning

Laboratory, 236

## R

RAND, 28 REDFIELD, R., 193

Relevance (See Curriculum relevance)

Research Analysis Corporation, 28 RUSSELL, B., 142-143

#### S

SAMUELSON, P., 38 SANFORD, N., 173-174

San Francisco State College: curriculum changes following student demands, 214–219; effect of student unrest, 144–145; Experimental College, 216–217

San Francisco State College-Sausalito Teacher Education Project, 222

Science and technology: application to social problems, 30-39; vs. human values, 16-26; and student unrest, 125-127

Scientism, religion, and student unrest, 129-130

Scientists, academic, obligation to society, 19-20, 24-26

Selective service, effect on education and students, 57, 122–123, 131, 151, 287–289 Social security program, and poverty, 46-47

Social sciences, applied, need for, 29-39

Sociotechnological institutions, suggested, 30-33

STOUT, P. R., 31-32

Student dissent (See Student protests; Student unrest)

Student protests, 91–98 (See also Student unrest); causes, 109–111, 115–133, 146–152; civil disobedience, 138–142; danger of political reprisal, 95, 108, 141–142, 146–147; denial of procedural rights, 77–88, 147–148, 153–154, 167–168; historical examples of, 99–105, 152–153; intercultural conflicts, 97–98; issues, 92–96; legal rights, 77–88, 147–148, 167–168; moral standards, 134–143, 148–149, 209–213; student rights, 103–104

Student unrest (See also Student protests): and affluence, 120, 151; and civil rights, 125, 136, 151-152; and communications media, 127-129; and competitive education and the cold war, 121-122, 136; complaints about the university, 75-76, 136, 138; and contemporary morality, 134-143, 148-149, 209-213; and the draft, 57, 122-123, 131, 287-289; effects of, 144-145; and environmental deterioration, 123-124; explanations for, 109-111, 115-133, 146-152; and faculty, 111-112, 146; faculty response to, 106-112; and family disorganization, 120-121; generation gap, 135-136; and individual freedom and self-determination, 136, 137; and irresponsibility, 118-120; nihilism, 145-147; and permissiveness in child rearing, 117-118, 150; and political hopelessness, 124-125; "privaStudent unrest (Cont.):

tism," 96-97, 142-143; rejection of adult values, 134-143, 145, 209-213; scientism and religion, 129-130; and technological growth, 125-127; types of students involved, 115-116; and Vietnam war and foreign policy, 122-123, 136, 151

Students: activism, 91–98; activists, 115, 116, 119, 126–127, 132; alienated, 115–116, 119, 126–127, 145–146; and foreign study programs, 241–250, 251–257; freedoms, 73–76; legal rights, 77–88, 147–148, 167–168; moral values of, 209–213; "personalist" generation of, 210–212; potential power of, 135–136; as social class, 135–136; in university governance, 74–75, 76, 103–105, 180–181; value judgments on, 116

Students for a Democratic Society, 145-146

Study Commission on University Governance, University of California, 180

Systems Development Corporation, 28

Systems engineering organizations, 27-39 (See also Think tanks)

Т

Teacher education: graduate education, 173-176; internship concept, 224-225, 228; professors in the classroom, 228-229; training of para-professionals, 229; Triple-T Project, 230; use of social disciplines, 229

Teachers of disadvantaged students, training of, 220-231; corollary social and community work, 225-226; Hunter College Project 120, 223-224; Kansas City-Regional Educational Research Laboratory-Liberal Arts Colleges' Program, 224; laboratory experiences, 224-225; San Fran-

Teachers of students (Cont.):

cisco State College-Sausalito Teacher Education Project, 222; University of Georgia-State Department-Public Schools: Elementary In-Service Mathematics Program, 226-227; University of Maryland: The Teacher Education Center, 227-228; University of New Mexico: New Elementary Teacher Education Program, 226; use of television, 226-227; Western Michigan University: Masters Degree Program for the Teaching of Culturally and Educationally Deprived Youth, 222-223

Technology: application to social problems, 30–39; vs. human values, 16–26; and student unrest, 125–127

Television, use in teacher education programs, 226–227

TELLER, E., 36

**TEMPO**, 28

Think tanks, 27–39; disadvantages, 29–30; RAND, 28; suggested sociotechnological institutions, 30–33; university and, 33–39, 50

Triple-T Project, 230

U

United States National Student Association, 73-75, 88n

United States Supreme Court, on individual rights, 85-86

Universities and colleges (See also Education, higher): accomplishments since World War II, 265-267; administrative domains, 155-156; authority and responsibility, distribution, 167-172; community colleges, 273-274; cost-benefit accounting and analysis, 182-183; experimental colleges, 180, 216-217; federal aid to, 271-272, 282-286; federal research pro-

Universities and colleges (Cont.): grams, dangers of, 267, 283-284; governance, (a) faculty involvement in, 181, 196-200, (b) student involvement in, 180-181; governing boards, poladministrators, iticians and 168-170; graduate schools, effect of draft on, 287-289; increased enrollment, 164, 197, 266; in loco parentis, 74, 79, 80-81, 88, 180-181; issues in 1980, 280-290; junior colleges, 273-274; legal rights of students, 77-88, 147-148; obstacles to change, 166-168; political pressures, 95, 108, 141-142, 146-147, 269; private, financial difficulties of, 272-273; problems facing, 163-172, 180-184; public vs. private, 84, 182; reexamination of objectives and regulations, 154-155; reforms needed, 109-111, 146, 147-149, 152-156; standards of morality, 148-149, 200-213; state, regional, and national planning, future, 181-182; and think tanks, 33-39, 50; training of administrators, 177-184

University of California, effect of student unrest on, 144

University of California at Irvine, graduate work in administration, 179

University of Chicago Center for Urban Studies, 35, 36

University of Colorado, effect of student unrest on, 144

University of Georgia-State Department-Public Schools: Elementary In-Service Mathematics Program, 226–227

d

University of Maryland: The Teacher Education Center, 227–228

University of Michigan, effect of student unrest on, 145

University of New Mexico: New Elementary Teacher Education Program, 226

Urban renewal program, and poverty, 45

## V

Values: adult, rejection by students, 145; and economic policy, 43– 51; human, vs. science and technology, 16–26; need for reexamination of, 18–20, 131– 143, 286–289; teaching, 209– 213

**VEBLEN, T., 187** 

Vietnam war and the draft, and student unrest, 57, 122-123, 131, 151 VOLTAIRE, 33

# W

WEBER, M., 134 WERTHAM, F., 127

Western Michigan University: Masters Degree Program for the Teaching of Culturally and Educationally Deprived Youth, 222-223

WHITEHEAD, A. N., 252-253

WIENER, A., 184

WIENER, N., 22-23

Woodrow Wilson National Fellowship Foundation, 179

Woodrow Wilson School of Public and International Affairs, 179